DOCUMENT RESUME

ED 141 262 SO 010 153

TITLE Descriptors for Political Understanding: A Guide to Asking Questions about Learning Related to Political Literacy in Wisconsin Schools, K-12.

INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.

NOTE 27p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Citizen Participation; *Civics; Concept Formation; Curriculum Guides; Democratic Values; *Educational Objectives; Elementary Secondary Education; Government Role; Inquiry Training; Learning Activities; Political Issues; *Political Science; Political Socialization; Resource Guides; *Skill Development; *Social Studies

ABSTRACT

This teacher-oriented guide presents information and resources for use in increasing political literacy of K-12 social studies students. The main objective of the guide is to further civic literacy through increased knowledge and understanding of political structures and processes and of effective citizen participation. Emphasis is on helping students develop skills to participate in a democratic society. The guide, presented in six sections, begins by defining the political system, legitimacy, decision-making, law, institutions, interdependence, and citizenship as basic political science concepts. In section II, the main components of citizenship education are identified as awareness of the functions of government and politics and student responsibility for determining policies important to their daily lives. Section IV lists six goals (descriptors) of political understanding as ethical responsibility, inquiry, political knowledge, school environment, larger community, and history. These descriptors are further broken down in section V into knowledge and awarenesses that students should master. Section VI suggests 25 themes as areas for study and lists concepts as appropriate for study in grades K-3, 4-6, or 7-12. The final section presents a list of ideas, resources, and addresses for classroom activities, community learning experiences, television programs, journals, books, state and national political associations and information services. (Author/DB)

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WISCONSIN SOCIAL STUDIES CURRICULUM STUDY COMMITTEE

DESCRIPTORS

FOR

POLITICAL UNDERSTANDING

A GUIDE TO ASKING QUESTIONS ABOUT LEARNING

RELATED TO POLITICAL LITERACY IN WISCONSIN SCHOOLS, K-12

SO 010 153

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PREFACE

Descriptors for Political Understanding was developed to help realize a higher degree of political literacy in our state by giving educators some handle on what is to be expected of students who graduate from our schools. This brief publication was further designed to help clarify what political science is about and to provide readers with an opportunity to consider some implications for providing school-age youth with minimum learning experiences in civic education. To the extent that a proposed descriptor suggests a legitimate priority, learning experiences will have to be determined locally and by people responsible for justifying subject matter within the school curriculum.

I welcome your comments about this publication and urge you to take the time to let me know your reactions, suggestions and particular viewpoints. Please send your observations to:

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I. INTRODUCTION

In a letter to William C. Jarvis on September 28, 1820, Thomas Jefferson stated that a healthy and free society could be built only upon a foundation of popular intelligence. "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Consistent with Jefferson's appeal, a citizen's task force formulated eleven goals for education in Wisconsin schools which the state superintendent accepted in 1972. One of the eleven goals addresses citizenship and political understanding and asserts that the student shall:

*Understand the structure, governance and governmental heritage of society (communities, state, nation and world).

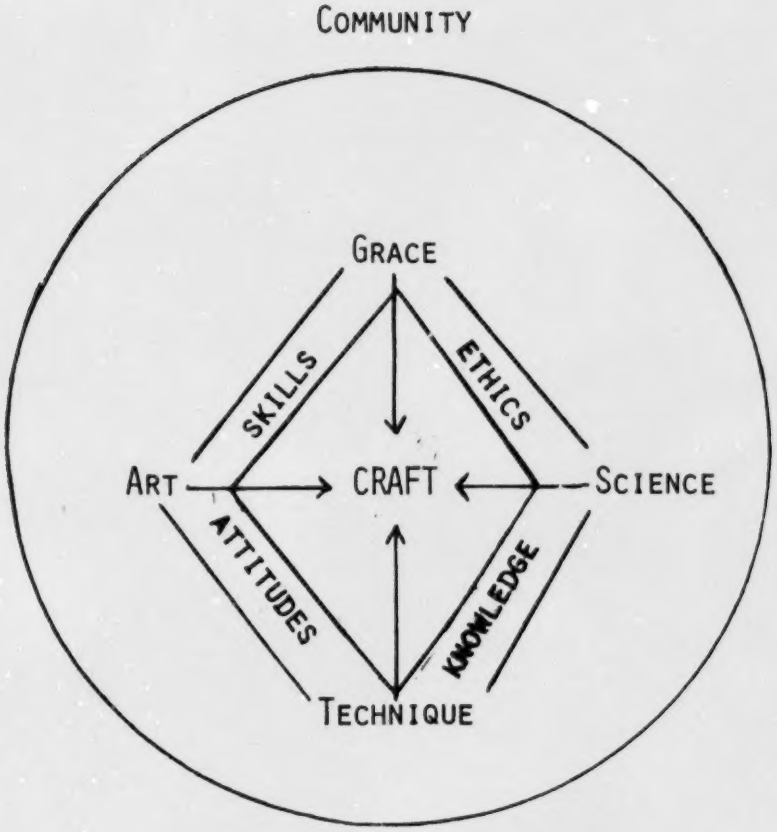
*Understand the importance of effective participation in fulfilling one's obligation to society.

*Have developed the skills to participate in a democratic society as a result of school experiences.

Given the above, it soon became clear that more detail and substance would have to be discussed if these goals were to prove useful to parents and educators. The state social studies curriculum study committee decided early that if the social studies community was to play its appropriate role in the facilitating of these goals, then some clarity had to be provided. The social studies community also felt the need to assume leadership and responsibility in the area of the state goals since nine of the eleven goals (and some argue ten of the eleven goals) speak to the content, methods, skills and understandings which social studies curriculum and instruction address.

Civic literacy is the first basic of education in a free society. Just as we practice education in our country, it is also the case that in totalitarian states schools place emphasis upon reading, writing, and arithmetic. But learning to read, for example, is not sufficient to the maintenance of a democracy or republic. What is called for are citizens who are socially, politically, and economically literate and in touch with their cultural heritage. Individuals in a free country must have the perspective of history, and the sensitivity that comes through a knowledge of other peoples. They must know how to practice the craft of democratic citizenship. We might picture the citizen/craftsman as part of a community knowledgeable of fact that citizenship and political understanding must deal with attributes of science, art, technique, and grace.

In this light, the citizen knows about and how political institutions function and how individuals and groups behave. The citizen is also a part of the community and aware that his or her involvement and potential for social good is matched completely by the potential for social evil. This is the right and responsiblity of citizenship in a free society. This is also the art and science of citizenship...a citizen knowledgeable in technique, and manifesting a style or grace that is sensitive to human relationships.



THE CITIZEN AS CRAFTSMAN

This conception of citizenship encompasses more than that which will be discussed here. Our concern in this document will be with those components of citizenship education that speak to political literacy. This includes the "know what" as well as the "know how" of political abilities. Further, the components which are delineated and their attendant descriptors, are not mutually exclusive and some overlap will be noticed. Finally, the descriptors assume certain pre-requisites as well as subsequent actions and, thus, this guide will start with a minimal set of political science concepts, list the components and goals of citizenship education, move to the descriptors themselves and follow-up with suggestions for content themes and resources.

II. POLITICAL SCIENCE

Political science is the study of human political behavior as well as the political institutions established by people. This includes the theory and practice of organizing and controlling the power needed to formulate public policy and administer public services.

Although political science is a study of government, it is not limited to the study of formal structure of government. Political science also includes the study of the public allocation of resources, values and power in any social or economic organization. Areas of study within political science include such items as legitimacy, authority, power, control, consent, protection of minorities, and the proper relationship between the individual and state. In addition to this, a study of the role of law in any society should bring out the relationships of individuals to the legal system, to sanction, to the courts, and to justice.

In a democracy as well as in a republic, political power is in the hands of the people...therefore, a republic or democracy is dependent upon an educated and informed citizenry that recognizes the need for a balance of rights and responsibilities. A proper study of political science can be thought of as helping individuals to become aware of their opportunities and obligations as citizens.

Basic Concepts

Political System

A political system is a complex of processes and institutions which allocates resources, power and values in an authoritative manner.

Legitimacy

Legitimacy is an acceptance by the people of a society of its governmental system.

Decision Making

Decision making refers to who gets what, when and how...decision making deals extensively with the question "who rules?".

Law

People in every society create laws which reflect its (the society's) philosophy and ideology. Penalities and sanctions are provided for violations of the law.

Institutions

Institutions are part of the formal political power of government and are usually established to meet the needs of society.

Interdependence

There is a division of responsiblity at all levels of government; local, state, national, and international.

Citizenship

Citizenship involved varying degrees of obligations and privileges depending upon the form of government.

III. COMPONENTS OF CITIZENSHIP EDUCATION

Our task is to consider ways in which the total educational community can assess citizenship education. The assessment focus is to understand the extent to which schools have engaged students in political study and political education. This current interest is not to develop a new orientation in schools but reflects the continuing educational obligation to evaluate the job we are doing.

We believe that students have to learn how to read and write. But we also believe that reading comprehension, speaking and writing can best be learned in substantive content such as social studies. For example, to practice skills students need knowledge about political affairs. But more important, educators need to understand that the learning of skills must be considered within the context in which students are learning how to apply these skills in inquiry and through participation. Without practicing reading and writing in meaningful situations, these tasks become mechanical and, indeed, dysfunctional to democratic citizenship.

We believe that civic literacy involves at least two ethical responsibilities. First, students need to develop an awareness of how government and politics actually function. This understanding, though, is not just passive. Students need to develop standards in order to judge whether what is occurring is just and equitable. Second, civic literacy involves student responsibility in determining policies important to their daily lives. We realize that the degree of complexity in civic learning will vary from younger to older children. However, it is an educator's obligation to consider how students at all ages can increase their political understanding and participation.

These two principles reflect a classical meaning of democracy. The purpose of a democratic political process is, in part, to enable people to gain tangible benefits. To do so, people need to have accurate knowledge about how political decisions are made, who makes those decisions, and how that process can be influenced. Democracy has another, though just as important, dimension, and that is the belief that individual self-development is dependent upon being able to participate in public affairs. Self-esteem and human dignity are viewed as related to the opportunities individuals have to express themselves in public affairs. Educators need to consider both dimensions of democracy in planning instruction.

We must guarantee the honesty of what students are asked to know. Knowledge about the political process should be accurate. It should focus upon the ways in which politics works and not only upon formal or ideal models. For example, elections and voting should be understood as only a part of governmental and political processes. Further, students should have opportunities to consider the continual political tension within our society. That is, there exists an ongoing struggle between the demands of society and the rights of individuals. Educators should not teach patriotism as blind obedience to authority. Watergate and the CIA revelations, for example, demand that governmental agencies continually need to be open to public scrutinity and debate. On the other hand, individuals need to consider themselves as part of a community to which they have obligations and responsibilities.

The school environment has to encourage democratic behavior. All classrooms need to be places where ideas can be argued and debated. The ongoing experiences of school must provide a range of activities which call upon students to practice responsiblity and initiative. Those school practices which are paternalistic or demand uncritical acquiescence need to be considered as antithetical to the purposes of democratic citizenship education. The need to scrutinize and criticize political institutions demands that students do inquiry. We consider inquiry as having verb qualities, that is, it is a form of work which involves investigating questions of some curiosity or doubts about political events. It demands seeking data which can help answer the question(s). An inquiry demands time to put all the data together in some coherent fashion. It is the doing of inquiry that can enable students to consider where there is conflict between ideals and practices.

The activities of citizenship must also extend beyond the classroom. Students should have experiences testing their ideas in the general community in which they live. These experiences may be those of inquiring into how local government works, who actually makes decisions or how political issues are resolved. While realizing that participation in the community will vary according to children's age, involvement in situations beyond the school is necessary in order to understand the values, attitudes, and practices which comprise the political world.

Education for citizenship requires an historical understanding. Students need to be able to place what now exists into a context of what people have thought and did in the past. The legitimacy of institutions involves giving attention to why political structures have emerged and the intent of those who have come before us. This speaks to an accountability to Plato, Jefferson, Lincoln, Martin Luther King, Jr., and so on. It is within an historical perspective that we can gain greater insight into our current practices.

We have sought to provide a set of principles to guide the task of citizenship education assessment and development. We believe this task is an ethical one. The obligation of "educator" is to provide opportunities which enable students to engage in honest study and participation.

IV. GOALS

We can look at the components of political understanding reflected in the following six goals:

A. Ethical Responsibility

The student (teacher-child) should be aware and understand that political action or behavior is an ethical act since it affects other individuals as well as the community...and, that all institutions have ethical responsibilities which need to be continually checked with institutional practices.

B. Inquiry

The student (teacher-child) should be able to use the skills of inquiry in the investigaion of political issues.

C. Political Knowledge

The student (teacher-child) should be aware of the basic concepts, theories and methods of political science, and other disciplines related to the study of politics.

D. School Environment

The student (teacher-child) should understand the school setting as a political environment in which to practice the skills of political behavior.

E. Larger Community

The student (teacher-child) should possess the skills necessary for political inquiry and action in the community.

F. History

The student (teacher-child) should have the historical perspective and tradition of the American democratic experience.

V. DESCRIPTORS

A. Ethical Responsibility

Students should be aware:

1. that ethical judgment is a component of all political behavior, because it affects the lives of other people.

2. of the values of pluralism and the difficulties and opportunities that it presents in a democratic society.

3. that although citizens delegate authority to elected officials who make up government, they (citizens) still have obligations of being informed, influencing, and judging the actions of said elected officials.

4. that citizens have an ethical responsibility to practice democratic behavior.

5. that voting is only one part of active democratic citizenship which also includes the practice of influencing, judging, and informing oneself and others.

6. that home and school share responsibilities to encourage behavior and attitudes which are favorable toward the establishment of a just community.

7. that there is an interdependence of the individuals' rights and responsibilities in a democracy.

8. that as the world becomes increasingly interdependent, citizen roles in the global society are more important.

9. that laws are created to influence the behavior of people.

10. that in a democracy, order can only be maintained through the voluntary compliance of citizens to the law.

11. that a democratically organized society or group reaches its highest peak of justice when each member assumes his/her full share of responsibility.

12. that as people feel increasingly powerless, the level of social responsibility drops.

13. That political decisions should provide for the protection of the rights of dissenters.

14. that all societies enforce laws or sanctions.

B. Inquiry

Students should discover:

1. how to use the inquiry skills of observing, communicating, classifying, inferring, predicting, formulating models, measuring, interpreting data, formulating operational definitions, formulating questions and hypotheses, and testing hypotheses.

2. how propoganda techniques are used.

3. how to identify political resources.

4. how "risk taking" is a learning process in a democratic setting.

5. how all individuals and groups behave politically.

6. how appropriate questions can be asked about any political institution.

7. how political issues have many sides which an informed citizen must examine.

8. how information without evaluation and judgment is of little use.

9. how political decisions are reached.

10. how the study of issues can produce new inquiry questions.

C. Political Knowledge

Students should discover:

1. how laws are created.

2. how penalties and sanctions are provided for violations of law.

3. how people make rules in their homes, schools and communities for their safety and health.

4. how laws are created to influence the behavior of people.

5. how in a democracy, order can only be maintained through the voluntary compliance of citizens to the law.

6. how to influence is to be political.

7. how governments are established.

8. how the pressure of interst groups sometimes results in the establishment of laws.

9. how governments gain legitimacy.

10. how citizens support their government through taxation.

11. how government and laws change as people respond to different needs and situations.

12. how governments vary from community to community.

13. how governments within the same state will differ because of the formal and informal human relationships that exist there.

14. how local, state, national, and planetary agencies can provide different yet important services to the communities of the world.

15. how the Constitution of the United States provides for a system of checks and balances among the three branches of government -- executive, legislative, and judicial.

16. how the purpose and operation of each branch of government is determined by the state and federal constitutions as well as the interpretation of same by the courts.

17. how as people feel increasingly powerless, the level of social responsibility drops.

18. how various means are used by which the judicial system is held accountable--i.e., election of judges, passage of new laws, etc.

19. how law enforcement agencies and the courts are constrained by the federal and state constitutions.

20. how penalties and sanctions for law violations are determined by legal restrictions, designation of judges, etc.

21. how the general range of penalties are and how incurred--fines, probation, restitution, etc.

22. how political decisions are related to community conflict.

23. how political decisions are made within the school.

24. how political involvement often involves compromise.

25. how choices need to be made regarding the governance of all groups including family, school, local government, etc.

26. how the Bill of Rights affects their lives.

27. how the structure and functions of our government are related.

28. how elections procedures function (including selection of candidates and mechanics of voting).

29. how political parties are organized and function in the students' own community.

30. how administration of the law affects the interest of the law.

31. how tactics used to destroy collective action, subvert public will or manipulate public opinion.

32. how the judicial system interprets, changes, expands or nullifies law as passed by the legislative system.

33. how individual rights granted by the Consittution are not automatically protected by the courts.

34. how the judicial system is structured and operates in the criminal justice area, including law enforcement, court procedure, the jury system, the protection provided for individuals, and the weaknesses of the system.

35. how the juvenile justice system differs from the adult system in jurisdiction, procedures, and philosophy.

36. how civil courts provide a means of redress of grievances and how they operate.

37. how many administrative governmental agencies serve quasi-judicial function in the enforcement of administrative rules and in the resolving of conflicts of interest--i.e., WERC, ICC, etc.

38. the accused are not always innocent until proven guilty--i.e., Federal Tax System.

D. School Environment

Students should be aware:

1. that political decisions in a democratic setting must be shared.

2. that the environment of school is a political and ethical setting.

3. that personal responsibility must be taken before learning can occur.

4. that there must be mutual respect among all individuals in the classroom.

5. that open discussion and debate are necessary for reaching democratic political decisions.

E. Larger Community

Students should be aware:

1. of and able to chair a meeting using parliamentary procedure.

2. of and able to gather, analyse, and evaluate information in political campaigns.

3. of and able to use advocating and facilitating skills in group activities.

4. of and able to take a local issue and follow it through the complete decision-making process.

5. of and able to identify the sources of power and special pressure groups affecting decision-making in the local community.

6. of the needed skills in organizations for collective action.

7. of how to use tactics and strategy to influence the decision-making process (include campaigns).

8. that they must assume more responsibility for future and continual involvement in government.

9. that an election is only part of political involvement and that skills are needed to participate in politics both during and between elections.

10. of and develop skills needed for active citizen observers, having knowledge which is the key for keeping a governing body accountable.

11. of his/her task of decision-making in an increasingly wider variety of political settings.

12. of and able to see and argue two sides of a given issue.

13. of and able to communicate his/ner concerns to those in power.

14. that voting is only one part of active democratic citizenship which also includes the practices of influencing, judging, and informing oneself and others.

15. that local, state, national, and planetary agencies can provide different yet important services to the communities of the world.

F. History

Students should be aware:

1. that ideas and values based on tradition are strong, lasting influences upon the structure and actions of man's government.

2. of the human origin of political ideas.

3. of and involved with reality (realism) as well as idealism.

4. of and have a fundamental knowledge of Constitutional rights of individuals.

5. that the Constitution (state and national) is a "living" document that must be studied, understood, and celebrated with each new generation.

6. that government and laws change as people respond to different needs and situations.

7. that the historical and philosophical antecedents of democracy as well as the attributes of the present democratic behavior influence decision making.

8. that historically, citizenship has involved varying degrees of obligations and privileges depending upon the form of government.

9. that the democratic system is a very fragile one and only constant watchfulness has and will continue to preserve it.

VI. CONTENT THEMES

The following themes are suggested as possible areas for study:

*The United States Constitution, the Bill of Rights, the Federalists Paper and the State Constitution

*Structure, development and function of political parties

*Local governmental structures

*Local community development

*Public finance (how governments are financed)

*The role of courts in the interpretation of constitutions

*Election procedures and regulations

*How bills become law

*Power and structure of communities (economic/social source of influence)

*Comparative governmental systems

*Historical development of institutions

*The protective functions of government

*How collective action can be used

*Techniques used to influence public opinion

*Pressure groups

*Political behavior

*The services of government

*Informal structures of political influence

*Function of ideology and political action

*Relationship of political institutions to social and economic institutions

*Comparative studies of political systems

*Global citizenship

*How the civil courts operate

*How the criminal system works

*How various services of government are administered

The following concepts are suggested for incorporation into the development of content themes:

Major Political Science Concepts

Political system
Legitimacy
Decision Making
Law
Institutions
Interdependence
Citizenship

K-3	4-6	7-12
Rules	State Government	Bill of Rights
Authority	Local Government	Active Citizenship
Democratic Group	National Government	International Organizations
Citizen Responsibility	Politics	Democratic Tradition
Government	Democracy	Political Parties
Respect	Republic	Pressure Groups
Voting	Institutions	Public Welfare
Cooperation	Constitution	Laws and Customs
Community	Systems of Law	Decision Making
Elected Official	Order	Division of Authority
Taxes	Interdependence	Separation of Powers
Regulations	Culture	Balance of Powers
Individual and Minority Rights		Allocation of Power
Political Organization		Allocation of Resources
		Recall
		Referendum
		Initiative
		Primary Election
		Election
		Authority
		Global Interdependence
		Political Systems

VII. IDEAS AND RESOURCES

A. Ideas for Classroom/Community Learning Activities

1. Arrange for resource people encouraging citizenship action.

   a. League of Women Voters
   b. Government Officials
   c. Opponents campaigning
   d. Lawyers
   e. Precinct captain or another party worker
   f. Government employees (policemen, firemen, etc.)

2. Observe the following in action.

   a. Village Board
   b. Town Board
   c. City Council
   d. County Board
   e. School Baord
   f. Special purpose governments
   g. State Legislature
   h. Courts

3. Encourage students by providing opportunities and influence to contact representatives at all levels on issues through:

   a. interviews
   b. letters
   c. telephone
   d. role playing
   e. debates
   f. panel discussions

4. Encourage political action in elections by providing opportunities to:

   a. visit polls and have election baord roles explained
   b. debate issues and candidates
   c. participate in all elections
   d. know the use of a paper ballot and voting machine.

5. Encourage constant political involvement responsiblity by providing opportunities to:

   a. See and argue two sides of a given issue through participation of debates and panel discussions.

b. Relate students' experience with the political world--link learning activities and students' decision-making experience in:

(1) family
(2) playground
(3) school cafeteria
(4) classroom

c. Judge the effects of a decision through participation in a courtroom trial simulation.

d. Expose students to laws relevant to them.

e. Help students develop their own critical citizenship skill list.

f. Follow a current issue facing your local government in the daily papers and/or radio and television programs. Note how opinions regarding issues differ--write a story of the problem telling how it should be settled.

g. Write an editorial expressing opinions on lobbying for an issue.

h. Visit your county building, village, city or township hall. Give examples of how one would use the services of some of these officers.

i. Examine daily newspapers. Find items that illustrate the exercise of civil rights. Bring clippings to class that illustrate the actions of courts.

j. Prepare a petition asking for some improvement in your school or community. Have the class act as Board of Education, Village or Town Board, or City Council discussing the pros and cons of the petition.

k. Have the class hold a mock village, school, township, or county board meeting.

l. Draw or secure a map of your county showing cities, villages, rivers, main highways, railroads, parks, and other important features. Mark the county seat with a star. Place the names or surrounding counties in the proper location. Indicate the location of your school and home.

m. Study local history.

n. Make a list of the local, county, state, and federal officers and discuss roles.

o. Interview a newly naturalized citizen about the process and/or attend a naturalization ceremony.

p. Examine an issue which is not readily defined geographically and determine how the various levels of government respond to it.

q. List ways in which the United Nations or any of the specialized agencies affect you directly.

r. Select an agency and prepare a brief report to display how it helps business or industry. Examples: Patent Office, Bureau of Public Roads, National Bureau of Standards, Weather Bureau, Atomic Energy Commission.

s. Study and work with budgets: school, village, township-county-state-federal.

t. Analyze government officials and their accountability.

u. Investigate special services available in an area, for example, mental health, social security.

B. Resources

1. T.V. Program Applicable 7-9
It's Up to You Political Science Instructional Television Series; Educational Communications Board
732 North Midvale Boulevard
Madison, Wisconsin 53705

III ESEA World Understandings Project
Cooperative Educational Service Agency (CESA) #13
908 W. Main Street, Waupun, Wisconsin 53963
In cooperation with WHA-TV, Madison, Wisconsin and the Wisconsin Department of Public Instruction

2. Social Education Official Journal of the National Council for the Social Studies, Volume 40, No. 6, October, 1976, "Teaching Citizenship Skills in a Presidential Election Year."

3. "How to Study Political Participation," NCSS How to Do It Series, NCSS, 1201 - 16th Street, N.W., Washington, D.C. 20036.

4. Newspaper and Magazines for Junior High and High School

New York Times
U.S. News and World Report
The Congressional Quarterly Weekly Report
Time and Newsweek
The Wall Street Journal
Washington Post
Chicago Tribune

5. You and the Law Unit--for 9th Graders. Sponsored by the State Bar Associations (Lawyers Wives).

6. Local Political Party Organizations

7. BOOKS

Our Country's Freedom, Cavanah, Franc

This library book tells the struggle for freedom in our country from the days of the first settlers to the present. Rand McNally & Company.

Your Rugged Constitution, Findlay, Bruce and Findaly, Esther, Stanford University Press.

The Story of the Mayflower Compact, Richards, Norman, Children's Press, Chicago. Grades 4-9.

How to Run for School Office, Gilfond, Henry, Hawthorne Books, Inc., New York. 7-12 Grades.

Democracy and Its Competitors, Bohlman, Edna McCaull, Charles E. Merrill, Books, Inc., Columbus, Ohio.

The Framework of Your Wisconsin Government, The Wisconsin Taxpayers Alliance.

Civil Rights and Civil Liberties, Ludwig, Bernard, Pocket Books, New York.

Our American Government, U.S. Government Printing Office.

Know Your State Wisconsin, League of Women Voters of Wisconsin, 433 West Washington Avenue, Madison, Wisconsin 53703.

How Our Laws Are Made, Zinn, Charles J., S.J.D. U.S. Government Printing Office, Washington, DC.

Wisconsin and Its Government, Badger Boys State, sponsored by the American Legion.

The Story of the Constitution, Prolman, Marilyn, Children's Press, Chicago. Grades 5-12.

How a Bill Becomes Law in the Wisconsin Legislature, Speaker of the Assembly.

Legislators and the Lobbyists, Congressional Quarterly Service, 1735 K Street NW, Washington, DC 20006.

The Living White House, Aikman, Lonnelle, White House Historical Association and cooperation of the National Geographic Society, Special Publications Division, Washington, DC.

The Supreme Court, Johnson, Gerald W., William Morrow and Co., New York.

How a Law Is Made, Sterens, Leonard A. The story of a bill against air pollution.

The Freedom of Speech in America, Gelfond, Ravina, Lerner Publications Company, Minneapolis, Minnesota.

The Congress, Johnson, Gerald W., William Morrow and Co., New York.

8. Wisconsin Council for the Social Studies Newsletter - The Podium
   3125 Mineral Point Road
   Janesville, Wisconsin 53545

9. National Council for the Social Studies
   A Department of the National Educational Association
   1201 16th Street, NW
   Washington, DC 20036

10. Wisconsin Council for the Social Studies, Box 11635, Shorewood, Wisconsin 53211.

11. ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302.

(A number of free annotated bibliographies and reference sheets are available. A complete list of publications available from ERIC and Social Science Educational Consortium, Inc. are available by writing 855 Broadway, Boulder, Colorado 80302).

12. The Center for Global Perspectives (A Humanistic Influence on the Curriculum) A curriculum framework and accompanying materials based on four concepts , (interdependence, conflict, communication, and change) are being developed for K thru 12. For further information contact Larry E. Condon, Center for Global Perspectives, 218 East 18th Street, New York, New York 10003.

13. American Bar Association
1155 East 60th Street
Chicago, Illinois

14. Wisconsin Bar Foundation
402 West Wilson Street
Madison, Wisconsin 53703

Law-related curriculum development and educational activities

15. Institute for Political/Legal Education, A Program for Voter Education, P.O. Box 426, Glassboro Woodbury Road, Pitman, New Jersey 08071.

16. League of Women Voters, 1730 M Street NW, Washington, DC 20036.

17. League of Women Voters of Wisconsin, 433 West Washington Avenue, Madison Wisconsin 53703. Free catalogue available on request.

18. The American Civil Liberties Union, 22 East 40 Street, New York, New York 10016.

19. The Wisconsin Civil Liberties Union, 1840 N. Farwell Avenue, Milwaukee, Wisconsin 53202.

20. Leadership Conference on Civil Rights, 2027 Massachusetts Avenue NW, Washington, DC 20036. (A newsletter-memo on current legislation of many issues.)

21. Common Cause, 2030 M Street NW, Washington, DC.

22. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

23. Anti-Defamation League of B'nai B'rith, 1360 N. Prospect Avenue, Milwaukee, Wisconsin 53202.

24. State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706.

25. The Annals of the American Academy of Political and Social Science, 3977 Chestnut Street, Phildelphia, Pennsylvania 19104.

26. JOURNALS

Current - The New Thinking from all Sources on the Frontier Problems of Today, 400 Albemarle Street NW, Suite 302, Washington, DC 20016.

Society - Transaction (Social Science and Modern Society), Rutgers - The State University, New Brunswick, New Jersey 08903.

Skeptic - The Magazine of Opposing Views, 812 Presidio Avenue, Santa Barbara, California 93101.

The Futurist - A Journal of forecasts, trends and ideas about the future.

World Future Society, 4916 St. Elmo Avenue, Washington, DC 20014

Resources for the Future, 1755 Massachusetts Avenue NW, Washington, DC 20036.

New Internationalist magazine, Victoria Hall, Freepost, London, SE10 8.B.P.

In the Interest of...Juvenile Justice in Wisconsin, League of Women Voters of Wisconsin.

The Wilson Quarterly. A national review of ideas and information (essays and proces of periodicals, research and current books). Woodrow Wilson International Center for Scholars, Smithsonian Institution Building, Washington, DC 20560.

27. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

28. Wisconsin State Council on Economic Education, P.O. Box 591, Milwaukee, Wisconsin 53201

29. K thru 12 Newspaper in the Classroom Resource Kit, Contact Stuart Kendall or Roland Jones, The Milwaukee Journal/Sentinel, (414) 224-2653 (8:30 to 9:30 a.m.)